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ABSTRACT

Described are the philosophy, goals, and objectives of a secondary special education class for educable mentally retarded students. Listed are unit titles and suggested methods and materials for the following eight program objectives: vocational and occupational development, economic independence, interpersonal relationship, health, leisure activity, family living, citizenship and government, and functioning in the "normal" world. Four appendixes, comprising half of the document, provide information on audiovisual materials, vocational resource materials, teacher responsibilities, educational-vocational program forms, and miscellaneous topics such as student self evaluation. (CL)

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PROGRAM DESCRIPTION, GOALS AND OBJECTIVES

for

Educational Development Group - A

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SWEETWATER UNION HIGH SCHOOL DISTRICT

1974

EC 073 242

ED109742

EDUCATIONAL DEVELOPMENT GROUP - TYPE A

(Educable Mentally Retarded)

Prepared by

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Prepared under the supervision of

Milton Grossman
Director of Special Services

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PROGRAM DESCRIPTION, GOALS AND OBJECTIVES
Sweetwater Union High School District
1130 Fifth Avenue
Chula Vista, California
1974

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SWEETWATER UNION HIGH SCHOOL DISTRICT

DEPARTMENT: INSTRUCTIONAL SERVICES BULLETIN NO.: 125

EFFECTIVE: 6-6-63

SUBJECT:
PHILOSOPHY AND GOALS STATEMENT

REVISED: 5-18-72

REFERENCE: *Approved by: Board of Trustees 6-6-63; 9-18-69; 5-18-72*

PAGE 1 OF 4

PHILOSOPHY STATEMENT

Our public schools exist to provide an effective educational program and the opportunity for each student to develop his capabilities to the maximum so that he may act constructively as a contributing citizen in a changing society.

GOALS STATEMENT

Pursuant to this philosophy, the following goals shall form the pattern or blueprint by which the curriculum, the co-curricular activities and the services of certificated and classified staffs are to be directed.

In Respect to Development of Intellectual Discipline, a Student Will:

Possess a mastery of basic learning skills

Develop a background of a varied and broad span of knowledge in preparation for living and working effectively in society, and/or for advanced and further in-depth study in the academic world

Develop the power to think constructively, to solve problems, and to reason independently

Develop the ability to communicate effectively

Develop special interests and abilities

Develop effective individual study and research skills and work habits

Develop the ability to think creatively

Develop an intellectual curiosity and a positive attitude toward life-long learning

Accumulate a knowledge of, and respect for, our own and other cultures and civilizations, past and present, and recognize implications for the future

In Respect to the Development of Economic Independence and Vocational Competence, a Student Will:

Have sufficient vocational and career-oriented opportunities to provide motivation and preparation for gainful, realistic employment upon graduation

Develop an understanding of the values of natural and human resources

Develop understanding and competence in personal buying, selling, and investment

In Respect to Development of Citizenship and Civic Responsibility, a Student Will:

Develop an understanding and knowledge of all forms of government and recognize the responsibilities of a private citizen in a capitalistic and democratic society and be a willing and active participant

In Respect to Development of Competence in Social Interaction and Human Relations, a Student Will:

Develop conduct and actions based on a sense of personal worth and dignity, as well as the worth and dignity of every other individual

Understand the value of the family as the basic unit of society, and accept the duties and responsibilities, as well as the privileges and rights of family life

Develop an understanding and appreciation of the culture of persons of diverse racial and ethnic backgrounds

SUBJECT: PHILSOPHY AND GOALS STATEMENT

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ISSUE OR REVISION DATE: 5-18-72

In Respect to Development of Moral and Ethical Character, a Student Will:

In cooperation with home, religious organizations, and community agencies, develop an enduring foundation for an individual moral and ethical value structure

Develop the ability to think and act courageously and responsibly in a free society

Develop the ability to act truthfully and with self-control within the harmony and beauty of reason

In Respect to Fostering the Achievement of Self-Realization, a Student Will:

Develop an attitude for excellence and a sense of pride in all his efforts

Evaluate his own abilities and achievements realistically and develop his own talents to the maximum, not only for self-enjoyment, but to become a productive citizen in society

Develop self-understanding, a sense of positive self-worth, and self-assurance

Develop the ability to adjust to a changing environment and to the changing demands of society

Cultivate appreciation for beauty as found in nature, as well as that aesthetically expressed by man in art, music, literature, dance, and other activities

Develop creative self-expression in the arts and humanities

Develop interests in, and ability for, constructive leisure time activities and avocational pursuits

SUBJECT:
PHILOSOPHY AND GOALS STATEMENT

BULLETIN NO.: 125

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ISSUE OR REVISION DATE: 5-18-72

In Respect to the Development of Mental and Physical Health, a Student Will:

Possess an understanding of good physical and mental health, and develop sound personal health attitudes and practices

Develop toward his own maximum in physical fitness

Develop an understanding of, and a concern for, public health and safety

Approved by:

BOARD OF TRUSTEES
May 18, 1972

APPROVED BY:

Ralph A. Skiles
Assistant Superintendent
Instructional Services

Joseph Rindone, Jr.
District Superintendent

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Distribution: All Certificated Personnel

SWEETWATER UNION HIGH SCHOOL DISTRICT

III
Level

Special Education
Program
1973

Code

PROGRAM DESCRIPTION

The State Department of Education establishes criteria for the identification of students having educational or physical handicaps and the placement of those students in special programs designed to meet their specific needs. These special education programs provide for individualized instruction planned so as to assist students to develop adequate social skills and acquire basic academic skills enabling them to function at their highest societal potentials and maximum academic ability levels.

The Sweetwater Union High School District currently provides such special programs to meet the following specific educational needs:

Educational Development Group Type A -- Educable Mentally Retarded

Educational Development Group Type B -- Trainable Mentally Retarded

Educational Development Group Type C -- Educationally Handicapped

Educational Development Group Type D -- Learning Disability

Educational Development Group Type E -- Blind and Visually Handicapped

Educational Development Group Type F -- Orthopedically Handicapped

Educational Development Group Type G -- Mentally Gifted Minors

Educational Development Group Type H -- Deaf and Hard of Hearing

Educational Development Group Type I -- Remedial Physical Education

Educational Development Group Type O -- Opportunity Class

Educational Development Group Type P -- Pregnant Girls

Educational Development Group Type S -- Speech and Hearing

Educational Development Group Type T -- Home Teaching

GOALS

1. Provide initial and ongoing appraisal of students' handicaps.

2. Provide an educational and psychological environment that alleviates the students' handicaps, and analyzes their strengths.

Special Education
(2)

3. Develop an individualized educational program which would provide appropriate methods and materials.

4. Coordinate all ancillary services that would provide coordinated global assistance.

5. Introduce the student to and reinforce a set of behaviors which will enable him to cope more effectively with his environment.

6. Meet the broad educational goals established by the school district, as well as social and personal goals.

7. Select and administer instruments to evaluate progress in alleviation of specific handicaps.

8. Wherever possible, when handicaps are reduced, return the student to the regular classroom.

9. Prepare the student for functioning in the social, emotional and industrial adult world.

OBJECTIVES

Upon successful participation in a Special Education Program, students will:

1. Have been provided with instructional programs designed to meet their individual needs, as determined by initial and ongoing appraisals.

2. Have developed basic skills that will enable them to become effective contributing members of society.

3. Have been provided with a supportive environment to alleviate their handicaps and enhance their strengths.

4. Have been provided with experiences which enable them to cope more effectively with their total environment.

5. Have developed their skills and experiences which will, wherever possible, enable them to return to regular classes.

Reviewed 1974-75
No substantive changes

SWEETWATER UNION HIGH SCHOOL DISTRICT

SPECIAL EDUCATION

Level	Program	Code
V	EDG-A (EMR)	
	1974	

PROGRAM DESCRIPTION

The State Department of Education establishes criteria for identification and placement of pupils in the educable mentally retarded (EDG-A) program. These classes are taught by specially credentialed teachers who provide an individualized program of educational, social, and emotional skill development.

The students are administered a battery of diagnostic tests, including an assessment of adaptive behavior, and then provided with individualized educational plans specifically designed and prescribed to remediate academic shortcomings, but with emphasis toward becoming socially adjusted, contributing members of their community.

The following generally outlines basic instructional strategies used in the program to insure that each student moves through the educational process at his own pace and achieves pre-established performance objectives at levels commensurate with his abilities.

a. Students are involved in the selection of unit materials to be studied each semester.

b. Individual contracts are entered into with both students and teachers agreeing as to the units of instruction that will be completed and accepted levels of proficiency.

c. A checklist is maintained so that both the student and the teacher can verify attained prerequisite objectives at appropriate levels before the student is referred for off-campus work experience.

d. The videotape recorder (VTR) and associated equipment is utilized periodically, particularly in assessment of socialization and job readiness.

e. The on-campus Career Center and selected outside sources are used extensively in evaluating the interests and aptitudes of individual students.

f. Field trips to potential job placement areas are scheduled as part of work exploration effort.

g. Guest speakers, including working parents, representatives of the employing community, and former employed (or unemployed) students will be utilized as supplementary sources for job information.

As the students experience incremental successes, particularly in satisfactory completion of selected performance contracts, an improved social, emotional, and vocational adjustment will result. Thus, there can be evaluation of the program through assessment of student progress with each contract and at the traditional demarkation points within the time frames of their total school experience. However, the ultimate success or failure of the program can be judged only on the basis of the student's growth over the entire continuum of the program from entry to graduation from high school and beyond.

Special Education
(2)

GOALS

1. Students will develop vocational and economic self-sufficiency within the limits of their individual abilities.

2. Students will improve in interpersonal relations, maturity, and self-assurance.

3. Students will develop personal habits, acquire skills and develop interests in leisure activities that promote physical and mental health and safety.

4. Students will develop an understanding of, and an appreciation for the privileges of membership in the family and the community and accept the correlated responsibilities of members living in the family and community groups.

5. Students will learn to adapt and function effectively in the "regular class"-"regular world" community.

OBJECTIVES

Upon successful completion of the high school level EMR Program the students will be able:

1. To define their occupational limits and strengths and relate them to actual vocational or avocational areas.

2. To function effectively in an actual or given, simulated situation in which they are required to perform basic computational processes involved in the exchange of money.

3. To evidence minimal social conflict during classroom time and improve social relationships outside of the class, both as members of the family and of the broader community.

4. To indicate the major factors that contribute to healthful living and to give examples and/or demonstrate each of these.

5. To express interest and demonstrate at least modest proficiency in a number of active and/or passive recreational pursuits.

6. To demonstrate an understanding of adult roles in family life, and the ability to carry out the duties expected of an adult member of the family.

7. To carry out the civic duties expected of an adult at a level commensurate with individual abilities.

8. To participate successfully in selected regular classes and extra-curricular activities.

Reviewed 1974-75
No substantive changes

INTRODUCTION

By the time the educable mentally retarded students have reached high school, many have had years of difficulty in academic areas. Too often reflections on past school regular class experiences bring back painful feelings of failure and peer ridicule. In order not to perpetuate these feelings, educable mentally retarded students are placed in special education classes of limited size and emphasis of the classroom is shifted to assisting them, individually, to develop their optimal potentials for academic achievement, social adjustment, and vocational competence.

This guide enunciates the goals and objectives of that effort and provides sample units, suggested instructional methods and techniques and appropriate materials which, it is hoped, will serve as blueprints for the teachers, counselors, and others working with educable mentally retarded students in order to assist them in realizing the goals and objectives established for the program.

PROGRAM IMPLEMENTATION

The EDG-A (EMR) Program in the Sweetwater Union High School District at the high school level is staffed by specially credentialed teachers. The overall program is supervised by the Work Experience Coordinator and Director of Special Services. In addition, the services of a State Vocational Rehabilitation Counselor is available.

SUGGESTED APPROACHES TO INSTRUCTION BY CONTRACT

The following list of units includes elements relating to the broad statement of objectives established for the EDG-A Program. From this list of units, contracts can be drawn up and teacher-student agreements reached on specifics, including expected achievement levels (see Appendix D for sample contract and for a suggested format of a checklist which can be employed effectively in maintaining teacher-student records).

PROGRAM OBJECTIVE 1.0

Vocational and Occupational Development

To define their occupational limits and strengths and relate them to actual vocational or avocational areas

UNIT TITLE	METHODS, MATERIALS
Unit 1.1	
Vocational Choice Interests Skills Abilities	Career Center resources (SAAS, Job-O, Picture Inventory), Armed Forces Aptitude Test, field trips, guest speakers, exploratory work experience
Unit 1.2	
Jobs in Local Community	Group discussion, field trips, former student talk, employed parent talk
Unit 1.3	
Finding a Job	Want ads, yellow pages, employment agencies, Department of Vocational Rehabilitation, speakers
Unit 1.4	
Job Requirements Skills Attitudes Behavior	Field trips, films, role playing, Career Center resources
Unit 1.5	
Job Interviews Appearance and grooming Application forms Personal interviews Employer expectations Employee expectations	Role playing (VTR) equipment, guest speakers, group discussions, related peer experiences
Unit 1.6	
Getting to and from the Job Kinds of transportation Costs: car, bus, bike, etc., Car pools	Simulated and actual bus travel, role play, peer reports

UNIT TITLE	METHODS, MATERIALS
Unit 1.7	
Job Routine Time cards Following directions Completing assignments Working with others Working alone Illness/absence	Field trips, role play, small group discussions, former student talk
Unit 1.8	
Job Benefits	Mock interviews, Career Center resources, former employed student
Unit 1.9	
Keeping Your Job/Losing Your Job Planning time Understanding duties Taking orders Unpleasant work Promotions, raises, overtime, shifts	Guest speakers (former students), job analysis, field trips, group discussion, Career Center, related peer experiences
Unit 1.10	
Social Security	
Unit 1.11	
Workman's Compensation	
Unit 1.12	
Unions	
Unit 1.13	
Income Tax	
Unit 1.14	
Budget	
Unit 1.15	
Work Development Work exploration Work experience Work training	On and off campus exploratory, Value Village, Fredericka Manor, Vocational Rehabilitation, ROP, district work study

SAMPLE UNIT. Vocational and occupational development: Unit 1.9, Keeping Your Job/Losing Your Job

OBJECTIVE. Students will list orally or in writing the advantages and disadvantages to any job. They will describe responsibilities of employees to the employer.

PROCESS.

1. Use view materials in the Career Center to depict the positive and negative aspects of jobs reviewed.

2. Have students make their own list of what "I Like" and what "I Don't Like." They then should be able to see if advantages outweigh disadvantages.

3. Have parents, or former students, come to the class to describe their jobs and their likes and dislikes.

4. If there is a student in the class who has had the experience of "being fired," have him relate his feelings and hold group discussion.

5. Role play employer being critical of employee for poor work habits; firing an employee.

EVALUATION. Students will state some positive and negative attributes of various job areas under their investigation. If a job is lost, the student will have learned positively from the experience without projecting blame.

PROGRAM OBJECTIVE 2.0

Economic Independence

To effectively function in an actual or given simulated situation involving the exchange of money

UNIT TITLE	METHODS, MATERIALS
Unit 2.1 Handling Money	Paper, pencil, workbook, tutorial, VTR, role playing, play money
Unit 2.2 Personal Budget	Workbook, tutorial, group discussion, movie, filmstrip (Eye Gate)
Unit 2.3 Banking	Workbook, field trips, guest speakers, group discussions, filmstrips, actual practice with banking documents
Unit 2.4 Welfare	Field trips, guest speakers, group discussion, phone directory, practice forms
Unit 2.5 Unemployment	Field trips, guest speakers, group discussions, practice forms
Unit 2.6 Insurance	Guest speaker, movie, filmstrips, group discussions
Unit 2.7 Buy or Rent Home	Workbook, guest speakers, movies, filmstrips, student field trips
Unit 2.8 Buying a Bicycle	Guest speakers, book review, field trips, group discussions.

UNIT TITLE	METHODS, MATERIALS
Unit 2.9	
Buying Food, Clothing	Workbook, field trips, cash register, role playing, group discussion
Unit 2.10	
Buying Medicine	Field trips, filmstrip, group discussion
Unit 2.11	
Buying Cosmetics	Guest speaker, field trip, review ads
Unit 2.12	
Credit Buying	Workbook, guest speaker, group discussion, practice from advertising

SAMPLE UNIT. Unit 2.1: Handling Money

OBJECTIVE. Student will evidence ability to compute money, handling problems well enough to get along independently in most situations he will encounter.

PROCESS. Individual or small group using:

1. Play money
2. Cash register
3. Workbook, "Dollars and Sense" (Fearon) Fullerton Project Worker Tape, "Making Change," role playing, "Sales Person-Customer."

EVALUATION. By periodic tests, oral and written, and by teacher's judgment noted in both semester evaluation reports and the specific objectives attained column of the educational plan.

PROGRAM OBJECTIVE 3.0

Interpersonal Relations

To evidence minimal social conflict during classroom time and improve social relationships outside of the class, both as members of the family and of the broader community

UNIT TITLE	METHODS, MATERIALS
Unit 3.1	
Self-Identity	Group discussion, role playing, VTR, movie, filmstrip (Eye Gate), paper, pencil
Unit 3.2	
Problem Solving	Decisions, group discussion, role playing, VTR, movie, filmstrip
Unit 3.3	
Prejudice	Group discussion, movies, filmstrips, role playing
Unit 3.4	
Individual Differences	Discussion, movie, filmstrips
Unit 3.5	
Roles	Role playing, movie, filmstrips, group discussion
Unit 3.6	
Cultural Differences	Role playing, movie, filmstrip, group discussion
Unit 3.7	
Morals	Role playing, movie, filmstrip, group discussion
Unit 3.8	
Ethics	Role playing, movie, filmstrip, group discussion

UNIT TITLE	METHODS, MATERIALS
Unit 3.9	
Laws, Youth	Workbook, "California Youth Laws"
Unit 3.10	
Manners	Test, workbook, role playing, movie, filmstrips
Unit 3.11	
Civil Rights	Movie, text, discussion, filmstrip
Unit 3.12	
Honesty	Movie, text, discussion, filmstrip
Unit 3.13	
Loyalty	Movie, text, discussion, filmstrip
Unit 3.14	
Emotions	Movie, text, discussion, filmstrip
Unit 3.15	
Maturity	Movie, text, discussion, filmstrip
Unit 3.16	
Ambition	Movie, text, discussion, filmstrip
Unit 3.17	
Personality	Personality tests (traits), group discussion, movies, tapes, filmstrips
Unit 3.18	
Attitudes	Personality tests (traits), group discussion, movies, tapes, filmstrips

SAMPLE UNIT. Unit 3.1: Self Identity

OBJECTIVE. Student will demonstrate by overt action that he has insights into himself, particularly as others see him, and will change or eliminate unacceptable traits

PROCESS. Student will describe himself (written, tape, or in small group) and others in the group will describe him. Then comparisons will be made. VTR may be used.

EVALUATION. By observed behavior by teacher and others, and noted in semester evaluation reports under "Progress Toward Behavioral Objectives" and year-end "Specific Objectives Attained" -- Sections of Educational Plan.

PROGRAM OBJECTIVE 4.0

Health

To indicate the major factors that contribute to healthful living and to give examples and/or demonstrate each of these.

UNIT TITLE	METHODS, MATERIALS
Unit 4.1	
Meaning of Health	Paper, pencil, texts, workbook, group discussion, filmstrips, movies, speakers
Unit 4.2	
Diet, Nutrition	Text, workbook, speakers, discussion, field trip, movie, tape, filmstrips
Unit 4.3	
Personal Hygiene	Text, workbook, discussion, movie, tapes, speakers, filmstrips
Unit 4.4	
Exercise	Workbooks, discussion, movie, tapes, filmstrips, speakers, student performance
Unit 4.5	
Recreation	Discussion, speakers, tapes, filmstrips, student experience
Unit 4.6	
Grooming	Discussion, workbook, VTR, filmstrips, movies, student demonstration, speakers
Unit 4.7	
Cosmetics	Workbook, demonstrations, student practice, speakers, movie, filmstrips, discussion
Unit 4.8	
Medicines	Movie, filmstrips, discussion, speakers, field trips

UNIT TITLE	METHODS, MATERIALS
Unit 4.9	
Safety	Workbook, movie, filmstrips, discussion, practice
Unit 4.10	
Narcotics	Workbook, movie, filmstrips, discussion, practice
Unit 4.11	
Alcohol	Workbook, movie, filmstrips, discussion, practice
Unit 4.12	
Tobacco	Workbook, movie, filmstrips, discussion, practice
Unit 4.13	
Venereal Disease	Workbook, movie, filmstrips, discussion, practice
Unit 4.14	
Mental Health	Workbook, movie, filmstrips, discussion, practice
Unit 4.15	
First Aid	Text, demonstration, quizzes, movie, filmstrips, speakers, discussion
Unit 4.16	
Pollution	Movie; speaker, discussion, workbook, filmstrips

SAMPLE UNIT. Unit 4.2. Diet, Nutrition

OBJECTIVE. Student will provide examples of well balanced diets and evidence behavior reflecting acceptance and value of good and improved attitudes toward proper weight maintenance

PROCESS.

1. Class activities will include individual and small group developing of menus.
2. Guest speakers on nutrition, including organic foods
3. Discussion and speakers on weight reduction
4. Movies and filmstrips (Eye Gate)

EVALUATION. By testing, oral and written, and by observation by teacher and notes by teacher in the semester evaluation reports and objectives attained column of the educational plan.

PROGRAM OBJECTIVE 5.0

Leisure Activity

To express interest and demonstrate at least modest proficiency in a number of active and/or passive recreational pursuits.

UNIT TITLE	METHODS, MATERIALS
Unit 5.1	
Spectator Sports	Movies, filmstrips, speakers, field trips, review news (sports), discussion (American and Mexican sports)
Unit 5.2	
Active Sports	Discussion, movies, speakers, field trips, participation in wide variety (swim, fish, surf, sail gliding, hike, hunt, cycle, camp, golf, tennis, volleyball, bowling)
Unit 5.3	
Races	Drag, sports, cycle, boat, observe, movies, discussion
Unit 5.4	
Music	Concert, radio, TV, movies, record albums, (classic, western rock, pop), use newspaper discussion, tapes, cassettes
Unit 5.5	
TV Appreciation	Workbook, discussion, reports, field trips, speakers, newspapers, TV Guide
Unit 5.6	
Movies	Workbook, newspapers, magazines, movies, discussion
Unit 5.7	
Concerts	Field trips--rock, classic ballet, speakers albums, discussion, experience
Unit 5.8	
Table Games	Cards, checkers, chess, field trips, discussion, experience, shuffleboard tennis.

UNIT TITLE	METHODS, MATERIALS
Unit 5.9	
Hobbies	Crafts, collections, photography, speakers, art, discussions, movies, filmstrips, coins, stamps, student displays
Unit 5.10	
Sportsmanship	Movies, filmstrips, discussion, speakers, texts, quizzes

SAMPLE UNIT. Unit 5.4: Music

OBJECTIVE. The student will show interest, understanding, and appreciation of a variety of types of music, including classical, popular, Dixie, rock, and western.

PROCESS.

1. Students will attend concerts and listen to albums of a variety of all kinds including classical, popular, Dixie, rock, and country western.
2. They will report and discuss each.
3. They will see movies of musical instruments, and each will present his own favorite on records.

EVALUATION. By quizzes (oral and written) given after each session. The teacher will note completion of unit by checking it off in the contract with each student.

PROGRAM OBJECTIVE 6.0

Family Living

To demonstrate an understanding of adult roles in family life and the ability to carry out the duties expected of an adult member of the family

UNIT TITLE	METHODS, MATERIALS
Unit 6.1	
Family Unit	Text, quizzes, movies, discussions, filmstrips, role playing
Unit 6.2	
Marriage	Text, quizzes, movies, discussions, filmstrips, role playing
Unit 6.3	
Alternative Life Styles	Text, quizzes, movies, discussions, filmstrips, role playing
Unit 6.4	
Responsibility of Parents	Text, quizzes, movies, discussions, filmstrips, role playing
Unit 6.5	
Responsibility of Children	Text, quizzes, movies, discussions, filmstrips, role playing
Unit 6.6	
Parent-Child Communication	Text, quizzes, movies, discussions, filmstrips, role playing
Unit 6.7	
Discipline	Text, quizzes, movies, discussions, filmstrips, role playing
Unit 6.8	
Child Care	Text, quizzes, movies, discussions, filmstrips, role playing

UNIT TITLE	METHODS, MATERIALS
Unit 6.9	
Planned Parenthood	Text, quizzes, movies, discussions, filmstrips, role playing
Unit 6.10	
Family Budget	Text, quizzes, movies, discussions, filmstrips, role playing
Unit 6.11	
Home Decorating	Magazines, newspapers, discussions, field trips
Unit 6.12	
Home Furnishings	Magazines, newspapers, discussions, field trips
Unit 6.13	
Home Gardening	Magazines, newspapers, discussions, field trips
Unit 6.14	
Home Maintenance	Magazines, newspapers, discussions, field trips
Unit 6.15	
Cooking	Magazines, newspapers, discussions, field trips
Unit 6.16	
Sewing	Magazines, newspapers, discussions, field trips
Unit 6.17	
Automobile Maintenance	Magazines, newspapers, discussions, field trips

SAMPLE UNIT. Unit 6.1: Family Unit

OBJECTIVE. Student will describe the feelings involved (responsibilities and privileges) of each member of a family unit, so as to be a better, more cooperative member of it.

PROCESS.

1. Read together and switch roles, using a typical family dialogue.
2. Role-play parent-child situations
3. View movies and filmstrips -- Eye Gate "Marriage."

EVALUATION. Results of oral and written quizzes throughout the unit, plus observed attitude and changes noted in progress of role-playing.

PROGRAM OBJECTIVE 7.0

Citizenship, Government

To carry out the civic duties expected of an adult at a level commensurate with individual abilities

UNIT TITLE	METHODS, MATERIALS
Unit 7.1	
Your Community	City map, city directory, business directory, bus schedules, workbook,
Unit 7.2	
City Government	City government pamphlet, field trip, movie, speaker, quizzes
Unit 7.3	
County Government	County government pamphlet, field trips, movies, speakers, quizzes
Unit 7.4	
State Government	Texts, maps -- blank maps, movies
Unit 7.5	
Federal Government	Texts, maps -- blank maps, quizzes, movies, discussions, filmstrips
Unit 7.6	
World Government	Texts, maps -- blank maps, quizzes, movies, discussions, filmstrips
Unit 7.7	
Political Parties	Texts, maps -- blank maps, quizzes, movies, discussions, filmstrips
Unit 7.8	
Voting	Practice voting, ballots, pamphlets

UNIT TITLE	METHODS, MATERIALS
Unit 7.9	
Public Services	Phone directory, city and county information leaflet
Unit 7.10	
Taxes	Movies, filmstrips, text, speakers, quizzes
Unit 7.11	
Courts	Movies, filmstrips, field trips, speakers
Unit 7.12	
Civic Organizations	Field trips, speakers
Unit 7.13	
Government Agencies	Phone directory, field trips, speakers

SAMPLE UNIT. Unit 7.1: Your Community

OBJECTIVE. To evidence an acquaintance with the community by indicating where things are located, and how to get there. To be able to use effectively local business and phone directory.

PROCESS.

1. To have practice exercises with local street maps and phone directories
2. To have speakers from the Chamber of Commerce
3. To have field trips using various modes of local transportation
4. Use quizzes, workbooks and maps

EVALUATION. By quizzes at each sub-unit completion. By teacher observation, and by the student's successful completion of the orientation tasks.

PROGRAM OBJECTIVE 8.0

Functioning in "Normal" World

To participate successfully in selected regular classes and extra-curricular activities

UNIT TITLE	METHODS, MATERIALS
Unit 8.1	
Driver Education	Enroll and participate in either the "adapted" or regular class.
Unit 8.2	
Driver Training	Enroll and participate in the regular driver training class.
Unit 8.3	
Physical Education	Enroll and participate in either the "adapted" or regular PE class.
Unit 8.4	
Typing	Enroll and participate in either "special" or regular typing class.
Unit 8.5	
Office Practice	Enroll and participate in either the "special" or regular office practice class.
Unit 8.6	
Auto Shop	Enroll and participate in the regular auto shop class.
Unit 8.7	
Wood Shop	Enroll and participate in regular wood shop class.
Unit 8.8	
Metal Shop	Enroll and participate in regular metal shop class.

UNIT TITLE	METHODS, MATERIALS
Unit 8.9 Cooking	Enroll and participate in a regular cooking class.
Unit 8.10 Sewing	Enroll and participate in a regular sewing class.
Unit 8.11 Nursery School	Enroll and participate in a regular nursery school class.
Unit 8.12 Projectionist A-V Operator	Program through Jan Johnson, "Photo Sound" (565-2345), awards, certificates, and pins.
Unit 8.13 Band	Enroll and participate in regular band, as talent allows.
Unit 8.14 Chorus	Enroll and participate in regular chorus, as talent allows.
Unit 8.15 Drama	Enroll and participate in regular drama class.
Unit 8.16 Art	Enroll and participate in regular art class.
Unit 8.17 Crafts	Enroll and participate in regular crafts class.

SAMPLE UNIT. Unit 8.12: Projectionist A-V Operator

OBJECTIVE. Evidence an acceptable level of proficiency in the operation and first level maintenance of all audio-visual equipment, including 16mm movie projector, video tape recorder, tape recorder, phonograph, and filmstrip projector.

PROCESS. Participate in training program sponsored by "Photo Sound" of San Diego, and on campus instructors

EVALUATION. Using a checklist, the teacher will evaluate the student's ability. Upon satisfactory completion and proven proficiency, the student will be awarded a certificate as a "Certified Projectionist."

APPENDIXES

APPENDIX A: AUDIO-VISUAL MATERIALS

A-1 Fullerton Union's "Project Worker" video tapes
A-2 Slide systems and transparencies
A-3 Filmstrips
A-4 Motion pictures
A-5 Audio-visual - Public Health
A-6 Audio-Visual - Internal Revenue Service
A-7 Audio-Visual - State of California Division of Industrial Safety
A-8 Audio-Visual - Dairy Council of California
A-9 Eye Gate Series: Cassettes and filmstrips

APPENDIX B: VOCATIONAL RESOURCE MATERIALS

B-1 Sources of career literature
B-2 Federal government publications
B-3 State level information
B-4 Printed career books and manuals for student use
B-5 Career "kits"

APPENDIX C: EDG-A TEACHER RESPONSIBILITIES

APPENDIX D: EDUCATIONAL - VOCATIONAL PROGRAM FORMS

D-1 Student contract
D-2 Checklist One
D-3 Checklist Two
D-4 Personal Data - sample

APPENDIX E: MISCELLANEOUS

E-1 "Project View" job listing
E-2 Student self-evaluation
E-3 Fullerton School District's "Teacher Guide" for credit card video tape

APPENDIX A: AUDIO-VISUAL MATERIALS

Instructional Media Center
Sweetwater Union High School District

APPENDIX A-1

Fullerton Union's "Project Worker" video tapes (most available through the Instructional Media Center of the Sweetwater High School District)

Occupations

Bus boy
Cashier
Central services technician
Cook
Counter girl
Dining room hostess
Kitchen helper
Layout man (marble molds)
Maid - hotel
Maid - motel
Mechanics helper (automotive)
Nurse's aide
Sales clerk
Serging machine operator (draperies)
Service station attendant
Waitress
Warehouseman's assistant

Related Skills

Adding columns of numbers drill
Basic math skill drills (addition, subtraction multiplication)
Change making drill tapes
How to use a measuring tape drill
Credit card skill drill

APPENDIX A-2

Slide Systems (available from Instructional Media Center)

SS 5, 6	Man and His Values, Parts I & II
SS 9, 10	Origins of American Values, Parts I & II
SS 13, 14	Man and His Environment; Harmony and Conflict, Parts I & II
SS 21, 22	Deciding Right from Wrong, Parts I & II
SS 23- 24	The Mass Mind: Conformity and Individualism, Parts I & II
SS 25, 26	Conflict in American Values, Parts I & II

Transparencies

Trans - 1	Decorating With Ingenuity
Trans - 6	Organizing Activities to Achieve Goals
Trans - 7	Energy Management
Trans - 8	Zoning the Home for Better Family Living

APPENDIX A-3

Filmstrips (available from Instructional Media Center)

SFS-40	When Are We Ready for Marriage
SFS 330	Child Care: Getting Acquainted
SFS 331	Child Care: Keeping Children Safe
SFS 332	Child Care: Keeping Children Happy
SFS 333	Child Care: Special Daytime Problems
SFS 347	Grooming for Girls: Your Hands and Feet
SFS 348	Grooming for Girls: Your Clothing
SFS 349	Grooming for Girls: You and Your Grooming
SFS 350	Grooming for Girls: Your Figure
SFS 351	Grooming for Girls: Your Face
SFS 352	Grooming for Girls: Your Hair
SFS 353	Health Adventure: Your Teeth and Their Care
SFS 467	So You Want to Be Independent
SFS 490	What Clothes Should I Wear?
SFS 527	Understanding Myself
SFS 710	Occupational Training: How to Use Your Checkbook
SFS 711	Occupational Training: The Waitress
SFS 713	Occupational Training: Stocker in a Supermarket
SFS 714	Occupational Training: The Job Interview
SFS 715	Occupational Training: The School Cafeteria Worker
SFS 717	Occupational Training: The Gas Station Attendant
SFS 718	Occupational Training: The Nurse's Aide
SFS 808-816	Consumer Education Series
SFS 943-944	Jobs for High School Students, Parts I & II
SFS 950-951	Your Job Interview, Parts I & II

SFS 1016-1017	Understanding Human Reproduction, Parts I & II
SFS 1024	Learning About Sex
SFS 1025-1026	Think of Others First, Parts I & II
SFS 1027-1028	Tobacco & Alcohol: The $50,000 Habit, Parts I & II
SFS 1055	To Smoke or Not to Smoke
SFS 1143-1144	Choosing Your Career, Parts I & II
SFS 1500	Money, Checks and Banks
SFS 1660-1672	Driver Education Series
SFS 1808-1821	Driver Education
SFS 1865-1870	Basic Office Practices Procedures
SFS 1887-1888	Babysitting

The above is a partial list of related filmstrips for EMR students. Consult the Audio-Visual Numerical Listing Catalog for a more detailed listing.

APPENDIX A-4

Motion Pictures

SMP 297	Night Driving Tactics
SMP 298	Motorcycle Driving Tactics
SMP 300	Drugs, Drinking, and Driving
SMP 306	Opportunities in Welding
SMP 307	Opportunities in Machine Trades
SMP 308	Job Opportunities in Hotels and Motels
SMP 311	Cooks, Chefs, and Related Occupations
SMP 312	Jobs in Health
SMP 313	Jobs in Automotive Trades
SMP 314	Opportunities in Clerical Work
SMP 316	Jobs in Cosmetology
SMP 317	Jobs in the Baking Industry
SMP 352	V.D. Questions, V.D. Answers
SMP 353	Hitchhiking
SMP 365	Is a Career in Clerical Work for You?
SMP 366	Is a Career in the Health Services for You?
SMP 370	Is a Career in the Service Industries for You?
SMP 372	Is a Sales Career for You?
SMP 378	The World of Work
SMP 382	Tommy's First Car
SMP 386	On Your Own
SMP 387	Making It In the World of Work
SMP 420	V.D. Attack Plan

APPENDIX A-5

Audio-visual - Public Health

Material is available through the Bureau of Public Health Education, San Diego County, Public Health Department.

The San Diego Department of Public Health maintains a library of films on all phases of public health as a ready source of current and authentic health information.

Department of Public Health films are available without charge to groups in San Diego County. Film requests should be placed in person or by telephone with:

Bureau of Public Health Education
Department of Public Health Building
1600 Pacific Highway
San Diego, CA Telephone: 236-2705 8:00 a.m. to 5:00 p.m.

Films must be picked up and returned by the individual or group borrowing them.

Many of the films are in heavy demand. Because of possible previous bookings, we suggest that you specify alternate dates and titles in order of your preference. Arrangements should be made well in advance of the date set for use.

APPENDIX A-6

Audio-visual - Internal Revenue Service

Materials and related films are available through the Internal Revenue Service. Two specific resources are:

1. "The Most Famous Form": a film, in very basic language, showing the process of receiving the form in the mail through to its final completed stage.

2. Teaching Tabloid: helps to teach process of filling out required forms.

The above can be obtained by calling or writing Mr. Carl McCobb, 591 Camino de la Reina, San Diego, CA 92108, telephone 293-5134.

APPENDIX A-7

Audio-visual - State of California, Division of Industrial Safety

Materials are available from the State of California, Division of Industrial Safety, 967 Mission Street, San Francisco 3, CA.

All films are available for loan in California only. When requesting films, make reservations well in advance, listing alternate dates in the event the film is not available for the date of first preference.

Films should be returned promptly after last showing, via parcel post or express prepaid and insured for $200 each.

Sound films must not be used on silent projectors because these projectors have double spockets and would therefore damage the sound track.

APPENDIX A-8

Audio-visual - Dairy Council of California

Materials can be obtained from Association-Sterling Films, 2221 South Olive Street, Los Angeles, CA 90007, telephone 213-749-0377.

Films and filmstrips may be borrowed without charge. Films may be scheduled by writing or calling Association-Sterling Films. It is advisable to reserve the films in advance. Films: 16mm sound and color

APPENDIX A-9

Eye Gate Series - cassettes and filmstrips (on hand in EDGA classrooms)

1. Getting to Know Me

   Adolescent - Know Thyself
   Physical Development
   Mental Development
   Emotional Development
   Social Development
   How to Adjust

2. Why Do We?

   Work and Play
   Have Rules
   Have Homes
   Grow
   Feel
   Die

3. Enjoying the World Around You

A Birthday for Mark
A Table for Two
Home Sweet Home
Room 203
As Others See You
Pleased to Meet You

4. Reading Signs and Signals

What Does a Sign Mean
What Does a Signal Mean
People Signs and People Signals
Signs That Warn
Signs That Tell You
Talking and Learning With Signs

5. Marriage from Romance Magazine to Reality

Marriage: Why? Whom? When? How?
Living With Others
Living Together
Budgets and Reality
Children and Reality
Success and Divorce

6. Managing the Family's Affairs

Learning to Live Together
The New Home
The Budget - Today and Tomorrow
Cash and Credit
How to Shop
Just Sign Here
As the Family Grows
The Family and Its Legal Rights
The Family and Its Legal Responsibilities
Protecting What the Family Has
The Family and the Community
Help! This Is an Emergency

7. The ABC's of Getting and Keeping a Job

The ABC's of Getting and Keeping a Job
Preparing for the Job You Want
Applying for the Job You Want
On the Job
Budgeting Your Money
Labor Union
Health Rules to Follow
Quizstrip

8. Education for Occupations

Working in a Service Station
Working in a Supermarket
Working in the Printing Industry
Working in Food Service
Working With Business Machines
Working in Building Maintenance
Working in Manufacturing
Working in a Hospital

9. Manners Make a Difference

Why We Need Good Manners
Good Manners at School
Good Manners at Home
Good Manners at Play
Good Manners on the Street
Good Manners for a Social Occasion
Good Table Manners
Good Manners in Friendship

APPENDIX B: VOCATIONAL RESOURCE MATERIALS

APPENDIX B-1

Sources of Career Literature

1968 NVGA Bibliography of Current Career Information, Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009. $2.00 per copy postpaid

The only rating of career literature. Contains compilation of listings from the *Vocational Guidance Quarterly* from the previous three years besides additional entries.

Includes the standards by which the ratings have been made. Also has ratings of career films, and the standards which are used.

Vocational Guidance Quarterly published by NVGA (see address under 1969 Bibliography). $8.00 per year

Contains current ratings of career literature as well as career films.

1971 Educators Guide to Free Guidance Materials, Educators Progress Service, Inc., Randolph, Wis. 53956

Counselor's Information Service, B'Nai B'rith Vocational Service, 1640 Rhode Island Ave., N.W., Washington, D.C. 20046. $7.00 annually

A quarterly annotated bibliography of the most recently published career literature. Claims listing of about 250 per year. Selection of items to be annotated by professionals. A good buy.

APPENDIX B-2

Federal Government Publications

Much of the information in the area of careers comes from the Department of Labor. The regional office is U. S. Government Printing Office, 450 Golden Gate Avenue, San Francisco, California. The correct way to address a request is: Information Office, U.S. Dept. of Labor, Rm. 7533, 300 No. Los Angeles Street, Los Angeles, CA 90012.

Occupational Outlook Quarterly, U.S. Dept. of Labor, U.S. Government Printing Office. $1.00

Counselor's Guide to Manpower Information, U.S. Dept. of Labor, U.S. Government Printing Office. $1.00

Occupational Outlook Handbook, U.S. Dept. of Labor, U.S. Government Printing Office. $6.50

Dictionary of Occupational Titles. The three-volume set is $12.00. You would have to call (213) 688-4970 (phone number of the Government Bookstore, 300 Los Angeles Street, U.S. Government Printing Office.)

APPENDIX B-3

State Level Information

The California Occupational Guides are the best reference source. You should receive at least two sets - one to set up in looseleaf binders and the other in the career file.

Address: California Occupational Guides
Research & Statistics Section
Human Resources Development
800 Capitol Mall
Sacramento, CA 95814

APPENDIX B-4

Printed Career Books and Manuals for Student Use

Vocational Guidance Manuals Have 61 manuals regarding careers (i.e., acting, hotel industry, public relations, etc.)	$1.95 ea	Vocational Guidance Manuals 235 E. 45th St. New York, N.Y. 10017

"Careers in Depth" and "Aim High Vocational Guidance" Series. Numerous manuals regarding careers	$1.95 ea	Vocational Guidance Manuals 235 E. 45th St. New York, N.Y. 10017
Encyclopedia of Careers and Vocational Guidance (2 vols.)	21.65	J.G. Ferguson Publ. Co. 6 N. Michigan Ave. Chicago, Ill. 60602
Messner Career Books, 45 titles	3.64 ea	Julian Messner 1 West 39th St. New York, N.Y. 10018
State Occupational Guides Mini-guides	Free	State of California Dept. of Human Resources Development 800 Capitol Mall Sacramento, CA 95814
"Planning My Future - Grades 9-12 Test"		American Guidance Service Publishers' Building Circle Pines, Minn. 55014
Finding Your ORBIT (Grades 6-8) Worksheet format for Career Exploration	$.80 - $1.50 ea depending upon quantity purchased	Chronicle Guidance Les Abramson, Repr. (213) 431-7641
"Help Yourself to a Job" • 3 parts (For use by special education, slow learners and underachievers.)	$1.50/copy for each part	Finney Company 3350 Gorham Ave. Minneapolis, Minn. 55426
"World of Work," "Occupations and Careers," "Your Job and Your Future," and "What Job for Me" Series Grades 7-12	Price varies	McGraw-Hill Book Co. 8171 Redwood Highway Novato, CA 94947
Choosing Your Career, 10-12 Learning Program	$1.50 ea	Coronet Films 65 E. South Water St. Chicago, Ill. 60601
Life Career Game		Western Publishing Co. Robert G. Harding, Repr. (213) 329-3798
Life Career Game	$6.00	Dr. Barbara Varenhorst Palo Alto Unified Sch. Dist. 25 Churchill Avenue Palo Alto, CA 94303

APPENDIX B-5

Career "Kits"

Career Desk Top Kit, Sr. High Jr. High	$125.00 $114.00	Careers, Inc. P.O. Box 135 Largo, Fla. 33540
Occupational Exploration Kit (OEK) Grades 9-12	$107.50	Science Research Assoc. (SRA) Boyd Lowe, Repr. 19521 Scobey Ave. Gardena, CA 90247 (714) 530-0138 (213) 623-6739
Widening Occupational Roles Kit Grades 6-9	$158.50	Science Research Assoc. (See above)
Job Experience Kits, Grades 8-12	$130.00	Science Research Assoc.
Job Family Series, Grades 7-14	$ 21.00	Science Research Assoc.
VIEW	Free to participating Orange County ROP Districts	Bill Parmenter, Coordinator Career Guidance Orange Co. Dept. of Education 83403924
Chronicle Occupational Briefs Bound in 3 volumes	$ 72.50	Chronicle Guidance Les Abramson, Repr. (213) 431-7641
Chronicle Desk Top File	$ 99.50	
College VIEW Deck (including viewer) Will be publishing career material in same format shortly (Excluding hardware)	$154.00 $ 85.00	
Occupational Guidance Series 800 Career Descriptions Packaged in 5 units	$ 39.50/unit $197.50 for complete set	Finney Company Gurney S. McCasland, Repr. P.O. Box 568 Monterey Park, CA 91754
Career Folios (grouped in 10 career clusters or sets)		Harcourt Brace Jovanovich Dean Slocum, Repr. (714) 545-8163
Sextant Series. Career Kits and Manuals, junior or senior high series may be purchased	cost varies $100 - $180	Sextant Systems, Inc. 3048 N. 34th St. Milwaukee, Wisc. 53210

APPENDIX C: EDG-A TEACHER RESPONSIBILITIES

Member of Admissions and Discharge Committee

Contact student before screening by Admissions and Discharge Committee

Make home call for each student, approved by committee, in order to complete and obtain the signatures on the necessary forms

a. Parent Consent form - 1 copy

b. Authorization for Release of Information - 2 copies

c. Parent Conference form

d. Explain program and discuss plans for student

Make home visit to home of all incoming students before December of each year.

Administer Comprehensive Test of Basic Skills shortly after student is admitted into program and once a year thereafter.

Design educational plan within forty-five days of student's enrollment in class with cooperation of psychologist and consultant.

a. Teacher makes out rough draft.

b. Teacher arranges joint conference with educational consultant and psychologist to write educational plan.

c. Teacher submits copy of the final plan to Director of Special Services at the end of the school year.

Implement educational plan and Student-Teacher Contract.

First semester evaluation report for each student is to be sent to Director of Special Services before January 18.

Submit year-end evaluation report and recommendation for next school year to Admissions and Discharge Committee by May 15.

Submit completed educational plan copy to Director of Special Services at end of school year.

Make additional home calls or contacts with parents as indicated.

Complete Anecdotal Record form whenever anything significant occurs. Duplicate copy should be sent to Director of Special Services.

Participate in weekly staffing of four to five students each Monday.

Junior high school teachers should visit the elementary schools sending students to their class toward the end of the school year in order to discuss the students who will be enrolling in the junior high special class the following school year.

Senior high school teachers should visit the junior high schools sending students to their class toward the end of the school in order to discuss the students who will be enrolling in the senior high special class the following school year.

Notify Director of Special Services each time student enrolls or leaves the class.

STUDENT CONTRACT

__In Progress
__Reevaluation
__Completion

Name _____

Total Units Attempted _____

Total Units Completed _____

Grade Level _____ Teacher _____

I. BROAD PROGRAM GOAL

Goal Code _____

Statement of Goal _____

_____

_____

II. BEHAVIORAL OBJECTIVE

Objective Code _____

Statement of Objective _____

_____

_____

_____

III. COMPLETION OF SPECIFIC UNITS LEADING TO SATISFACTORY COMPLETION OF OBJECTIVE

Units	Completed
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

IV. STATEMENT OF EVALUATION

Completed _____

V. TEST FOR RETENTION

Fulfillment _____

APPENDIX D-2

CHECKLIST ONE

This checklist was developed as a guide to both student and teacher to make sure that students are prepared for a work experience assignment. Each student should have his own folder with the checklist stapled to the front cover. All of the student's assessment results should be kept in the folder and his progress charted on the checklist as he moves through the course and toward readiness for a work experience assignment.

SPECIAL EDUCATION WORK EXPERIENCE

Checklist

Part or all to be completed before students will be referred to work experience or rehabilitation counselor for placement on a job.

I. Career Center and Outside Resources

A. Aptitude profile

1. Self Appraisal and Assessment Structure (SAAS) _____

2. Armed Services Vocational Aptitude Battery (ASVAB) _____

B. Interest Profile

1. Job-O _____

2. Picture Inventory of Careers _____

3. SAAS _____

II. Occupational Cluster

A. Using aptitude and interest profiles, have students choose one or two clusters they would like to work in. _____

B. Through teacher counseling, narrow students' choices to some specific job areas to explore. _____

III. Exploration Cluster

A. Community resources

1. Field trip _____

2. Guest speakers _____

B. Related Eye Gate materials _____

C. View Deck (Career Center) _____

D. Exploratory work

1. On campus _____

2. Off campus _____

E. Assorted publications related to work (DOT, California State Occupational Guides, etc.) _____

IV. Job Interview Skills

A. Personal Data Card _____

B. Completed Job Application _____

C. Mock Interview (video tape) _____

D. Mock Telephone Inquiry _____

V. Specific Classroom Training/Exploration for Job Chosen from Cluster (if available)

A. Video tapes: Project Worker Series (Audio-Visual Dept.)

1. Specific job overview _____

2. General skills

a. Change making _____

b. Adding columns of numbers _____

c. Credit card drill _____

d. Basic math _____

e. How to use a measuring tape _____

B. School performance

1. Classroom behavior _____

2. Regular class adjustment _____

APPENDIX D-3

SPECIAL EDUCATION WORK EXPERIENCE

Checklist Two

Activities Students Must Be Involved In After Job Placement
To be Completed by Work Experience Coordinator

	Date
I. Placement on Job	
A. Work Experience	
II. Evaluation	
A. Quarterly Progress Reports	
B. Coordinator Visitations	
III. Related Instructions	
A. Classroom instruction related to job requirements	
1. Games - "Career Decision," "Tell It Like It Is"	
2. Counseling - problem solving	
3. Filmstrips	
4. Guest speaker	
5. Field trips	
6. Book activities related to Succeeding in the World of Work	
B. Advanced specific training for career job choice	
1. ROP	
2. Trade school	
3. Video tape	
4. DVR	
5. Vocationally oriented courses a. On campus b. Del Rey Vocational School	
IV. Evaluation for Possible Other Career Choices	
A. Begin at appropriate point on Checklist One or Two	

APPENDIX D-4

PERSONAL DATA SHEET AND CARDS

The examples enclosed can be modified for use in your particular classroom.

The personal data sheet can give teachers and aides a better idea of what kind of job a particular student will find success in.

The data card is designed to fit neatly into a student's wallet and will make filling out job applications much easier and more meaningful to the student.

For students who seem apprehensive about filling out job applications, it might be helpful to ask some of the employers in your community for sample applications. These can be used in the classroom and as examples. Make up some copies of these forms and let students practice filling them out with the use of the "pocket data card."

PERSONAL DATA CARD

PERSONAL DATA CARD

Name: _____
first middle last

Address: _____
Street # City State Zip

Telephone: _____ Drivers License # _____

Social Security Number: _____

Birthplace: _____

Birthdate: _____ Height _____ Weight _____
Month Day Year

Mother's Maiden Name: _____

Father's Place of Employment: _____

Address of Father: _____
Street # City State Zip

Mother's Place of Employment: _____

Address of Mother: _____
Street # City State Zip

References: 1. _____
Name Occupation

_____
Street # City State Phone #

2. _____
Name Occupation

_____
Street # City State Phone #

3. _____
Name Occupation

_____
Street # City State Phone #

Company Name of former employer: _____

_____
Street City State

Supervisor: _____

Company Name of former employer: _____

_____
Street City State

Supervisor: _____

Job related High School Subjects: _____

_____

_____

_____

_____

HIGH SCHOOL ATTENDED

Name: _____

City: _____

Name: _____

City: _____

GRADE SCHOOLS ATTENDED

Name: _____

City: _____

Name: _____

City: _____

Name: _____

City: _____

Are you taking Medication: _____

What: _____ _____ _____

Major Diseases: _____ _____ _____

Major Accidents: _____ _____ _____

PERSON TO CONTACT IN CASE OF EMERGENCY:

Name: _____

Address: _____

Phone: _____ or _____

APPENDIX E: MISCELLANEOUS

APPENDIX E-1

Project View Job Listings

Listed below are occupations described by the Project VIEW "E-Z Read" materials set developed by the Stanislaus County Department of Education. Job titles are listed alphabetically, followed by the corresponding Dictionary of Occupational Titles number. These materials are available in microfilm form through all Stanislaus County high school libraries or counseling offices. They are also available in some junior high schools.

ALPHABETICAL LISTING OF VIEWSCRIPS

Job Title	D.O.T. No.
Air Conditioning and Heating Mechanic's Helper	637.884
Air Hammer Operator	859.887
Antenna Installer	823.884
Auto Body Repairman Helper	807.381
Auto Mechanic's Helper	620.884
Auto Muffler Installer	807.884
Auto Painter Helper	845.781
Auto Upholsterer Helper	780.381
Baker's Helper	526.886
Box Boy	920.887
Building Maintenance Mechanic's Helper	638.884
Bricklayer Assistant	861.887

Job Title	D.O.T. No.
Busboy	311.878
Carpenter Helper	860.887
Cattle Ranch Hand	413.181
Cement Mason Helper	844.887
Child Care Worker	359.878
Cook	313.381
Cook's Helper	317.887
Crop Duster's Helper	409.887
Custodian	382.884
Dairy Farm Hand	411.884
Dishwasher	318.887
Drapery Seamstress	787.782
Ditch Tender	954.782
Dry Wall Installer's Helper	842.884
Duplicating Room Helper	207.782
Egg Gatherer	412.884
Electrician's Helper	829.887
File Clerk	206.388
Floor Covering Installer Helper	864.781
Furniture Upholsterer's Helper	780.381
Glazier's Helper	865.887
Groundsman/Gardener's Helper	407.884
Heavy Equipment Operator	859.883
Hospital Maid	323.887
Hospital Orderly	355.878

Job Title	D.O.T. No.
Insulation Installer Helper	863.884
Laboratory Helper	223.587
Laundry Worker	361.884
Library Helper	249.368
Local Truck Driver	905.883
Messenger	230.878
Milker	411.885
New Car Detailer	806.381
Nurse's Aide	355.878
Painter's Helper	840.887
Parking Lot Attendant	915.878
Park Maintenance Man Helper	407.884
Park Ranger Helper	169.168
Pharmacy Helper	074.387
Plasterer's Helper	842.781
Plumber's Helper	862.884
Poultry Farm Hand	412.884
Presser	363.782
Roofer's Helper	866.887
School Cafeteria Helper	318.887
School Office Helper	230.878
Service Station Attendant	915.867
Sheep Herder Hand	413.887
Sheet Metal Worker's Helper	804.281

Job Title	D.O.T. No.
Shipping and Receiving Clerk's Helper	222.387
Stock Clerk	223.387
Tire Recapper	750.884
Tire Serviceman	915.884
Tree Trimmer's Helper	959.884
Veterinary Attendant	356.874
Warehouseman's Helper	922.887
Waiter/Waitress	311.878
Welder's Helper	812.884

APPENDIX E-2

STUDENT SELF EVALUATION

1. Tell me why people work.

2. Tell me some ways you would find work.

3. Tell me why people lose their jobs.

4. Tell me some of the things that make a good worker.

5. Think of a person who is working.
   a. What do you think are some good things about the job?
   b. What are some bad things about the job?

6. Name some jobs you think you would want to do more than any others.

7. Tell me why you picked these.

8. I am going to give you some words. Tell me what you think they mean.

interview	wages
employer	uniform
Social Security	overtime
skill	occupations
deductions	supervision

APPENDIX E-3

TEACHER GUIDE

for

Master Charge

Bankamericard

prepared by

Carson Hall

Fullerton Union High School District

TEACHER'S GUIDE

Teaching Tapes. Video tapes, mock-ups, and other A-V materials are carefully designed and produced at great cost to perform a specific function. Unless presented with as much care as went into their production, much of their value may be lost.

A. Teacher or teacher aide must stay in classroom during all tape showings. Teachers should be in a position to reinforce students when working on tapes and mock-ups.

B. Preview tape and review the purpose of the tape.

C. Mention one or two highlights of each tape and ask the students to be looking for them.

D. Provide discussion and/or practice time after showing the tape; use the training guide provided.

E. Think of activities for specific individuals in your class to support the training guide provided.

F. Make sure students work on mock-ups just as they would be working on the job. (I.e., if employee stands on the job, the trainees must stand while practicing the job.)

I. JOB DESCRIPTION - D.O.T. II 211.468

Cashier receives cash from customers or employees in payment for goods and services and records amount received; recomputes or computes bills, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals on cash register and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customer for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps. Usually employed in restaurants, cafeterias, theaters, retail stores, and other establishments. May be designated according to nature of establishment as Cafeteria Cashier (hotel and restaurant); Dining Room Cashier (hotel and restaurant); Store Cashier; or Cashier, credit. When receiving money, issuing change, and returning money to sales personnel by pneumatic tube is designated TUBE-ROOM cashier. When working on same floor and receiving money, making change, and cashing checks for sales personnel, is designated Floor Cashier.

For further information contact:

Master Charge	Bank of America
Mr. Burns or Mr. Gewber	Alan Stewart
Zodys	Alphys
120 E. Imperial	1240 E. Chapman
La Habra, CA 870-4114	Fullerton, CA 526-9252

II. MOCK-UP

A. General Equipment

No. Reqd.	Item	Description	Source
1	VTR	1/2" AV Series	Classroom
1	Monitor	18" or 10"	"
1	Table	Classroom type	"
1	Chair	Classroom type	"
	Pens	Classroom type	"

B. Specific Materials Supplied by DIMC

No. Reqd.	Item	Description	Source
1	Video tape	M.C. #FX1-1A3.2	
According to No. of Students	Bank of America Master Charge Sales Slips	Regular type	Used by Students

C. Mock-Up Objectives

1. Students will be able to fill our correctly Master Charge and Bankamericard sales slips ranging from one to five items within 30 seconds.

D. Training Procedure

1. Go over pre-training checklist with student.

2. Have student sit down in front of monitor. Proceed with the first problem (pre-test). Compare the student's response with the correct answer and determine whether student needs more pre-training.

3. If he passes the pre-test, continue playing the tape and have the student continue filling out sales slips.

4. Compare the student's completed sales slips forms with the Master Answer sheet. Correct the mistakes.

5. Place students on the segment where mistakes occur or terminate training.

E. Student evaluation

1. Student can correctly fill out a charge slip consisting of five items within thirty seconds (i.e. #9 on Master Charge and Bankamericard tape).

SWEETWATER UNION HIGH SCHOOL DISTRICT

Work Experience Program

Pre-training Checklist
Bankamericard
Master Charge

Student knows:

_____ 1. What the difference between "take" and "send" is and where the boxes are on the forms.

_____ 2. Where the "date" box is.

_____ 3. Where the "Department" box is and knows what this is for.

_____ 4. Where the "Clerk Number" box is and understands that this is his number.

_____ 5. Where to put his initials.

_____ 6. How to itemize each item, putting the "quantity," "class," (each), "description," and the amount.

_____ 7. Where to enter the tax.